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ABSTRACT

This guide is intended to assist teachers in integrating the study of aging into home economics programs. The first sections contain information on what aging means to different people and the various physical, psychological, and societal changes associated with aging. Discussed next are ways of integrating the study of aging into the following areas of home economics: general home economics, housing, family relationships, foods and nutrition, consumer education, and textiles and clothing. Each of these sections includes ideas for conducting class research projects, using resource people, taking a field trip, organizing classroom and community service activities for students, and planning independent study projects. Each section includes a list of recommended resources. The final three sections include suggestions for further reading, a list of films about aging, and the addresses of agencies concerned with aging. (MN)

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KNOWING THE ELDERLY IN YOUR COMMUNITY

THROUGH HOME ECONOMICS

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by

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FOREWORD

The increased attention to the elderly in our society over the past several years has given new impetus to home economics educators for fulfilling their unique role in furthering an understanding of the elderly. The goal of promoting a better quality of life for individuals and families remains as a commitment for most home economics educators and provides the context for this publication.

The purpose of *Knowing the Elderly in Your Community Through Home Economics* is to supply educators with a succinct reference containing information related to the elderly to be used as a basis for curriculum planning. In preparing learners for their present and future life, the author's exploration of the meaning of aging and needs of the elderly supply content for both cognitive and affective development.

Highlighted in this publication is background material on the various dimensions of aging as they relate to the physical, psychological, and social changes with age. Also featured are examples of ideas for learning experiences and activities within various subject matter areas of home economics.

The information is presented so that it could be applied as a separate topic or incorporated with other topics. All preservice and inservice educators interested in versing themselves on content and experiential approaches to understanding the elderly should find this to be a useful resource.

The Home Economics Education Association is deeply indebted to Ruth Pestle for devoting her time, effort, and expertise in the development of this publication. We are also grateful to the members of the Publications Committee who made helpful suggestions for the final preparation of the publication.

—*Alberta M. Dobry*
President, 1977-79

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INTRODUCTION

Aging is a natural process of human development with which home economists have continuing concern. The attention to the later years of the life cycle can be accomplished by teaching a separate unit following study of such areas as adolescence, marriage, child rearing, and middle age. Or, the teacher who believes that students will benefit from an understanding of how aging affects all aspects of home and family life can implement that philosophy by integrating facts about aging into units dealing with various aspects of life, such as food, clothing, housing, and consumer education.

Justification for increasing an awareness of aging through teaching in home economics classes is abundant. First, the composition of the population is shifting to include increasing percentages of elderly. In 1950 the American population included 8.15% of people over age 65, but by the year 2000 this percentage is projected to increase to 11.7% and by 2050 to 16.1%. The proportion of working people (ages 18-64) in America is decreasing as the proportion of retired people (65 +) increases. On the average, females in America now live longer than males and whites longer than non-whites.

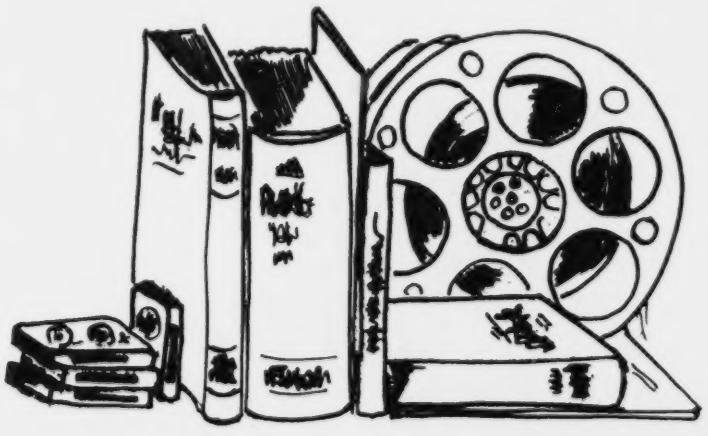
The changing social scene has allowed the elderly to adopt various housing choices, to create new consumer markets, and to lobby for a new awareness of their needs. The agencies listed on page 28 testify to the importance of this segment of the population.

Increasing numbers of employment opportunities as homemakers or homemaker-home health aides permit both high school students and adults to assist elderly people to remain independent as long as possible. The existence of such employment opportunities, as well as numerous volunteer roles with the elderly, could be made clear to home economics students.

Since our society has high rates of mobility, adolescents often are prevented from knowing and appreciating their grandparents and great-grandparents to the extent possible only a few decades ago. The experiences suggested may help to bridge this gap by encouraging contacts with relatives and other members of the older generation and by creating awareness of the situations that these people face and possible ways to improve these conditions.

The Education Amendments of 1976 encourage consumer and homemaking teachers to give attention to the aged. Teachers have numerous opportunities to carry out important experiences, to generate awareness in the minds of the public that we *do* know and care about the elderly.

The content of this publication has been organized to help teachers in three ways. The first sections contain information concerning certain aspects of the aging process. Next, suggestions are given for integrating the study of aging into home economics programs. Finally, resources such as books, films and agencies are listed. The ideas in this publication are intended to be helpful when teaching either separate units or when integrating aging into units which deal with other aspects of home life.



There's a time to be born, and a time to die:
There's a time to know love, a time to cry:
There's a time to be young and fill the world with laughter,
A time to grow old wondering what comes after. . . .
Time - Lyrics by J. Faith and A. Felder

WHAT DOES AGING MEAN?

When one watches infants manipulate stairs by crawling on their hands and knees one day and upright on their feet later, change in muscular development is evident. Such development requires time; this is the aging process. Because one values the new stage of development as better for society and for the child, aging is seen in a positive light. Certainly praise would be given the child to encourage further development.

Suppose an adult states that the calendar indicates that retirement is approaching. What reaction does this event evoke? This, too, represents aging. Or, imagine that a person doing needlecraft says that a self-threading needle is needed now. Do we compliment that person in adapting to the effects which age may have had on eyesight or muscle coordination?

Our society seems to value youth over age. This is evident by the way the elderly imitate the youthful trends in clothes and hairstyles. In the United States the older generations are delegated a lesser status, separated by "generation gaps," but this phenomenon is not worldwide. For example, in some cultures, such as the Japanese,the elders are especially respected for their accumulated store of wisdom.

Confusion reigns regarding how to refer to older Americans and when to start differentiating them into some sort of separate category. For example, the literature refers to "older Americans," "senior citizens," "the aged," "the elderly," "the young-old," and "the old-old." The criteria for such designations vary. Retirement from full-time employment is used by some to designate another period of life—old age! Yet millions of Americans retire from military careers after 20 years and can hardly be considered "elderly." Others find it useful to describe periods of life in terms of physical abilities, dividing aging into segments according to whether the person is able to remain independent, in terms of personal care, or needs some degree of assistance.

Thus, when discussing aging with students, time could be spent clarifying just what each person has in mind. But more importantly, the point needs to be made that regardless of the name or criteria used, older Americans vary just as do younger Americans. Each is a uniquely different person, striving toward personal goals in his or her own manner. And each deserves respect as a person.

Home is where one starts from. As we grow older
The world becomes stranger, the pattern more complicated.
There is a time for the evening under starlight,
A time for the evening under lamplight . . .
Love is most nearly itself
When here and now cease to matter.
Old men ought to be explorers
Here and there do not matter
We must be still and still moving
Into another intensity
For a further union, a deeper communion
Through the dark cold and the empty desolation,
The wave cry, the wind cry, the vast waters
Of the petrel and the porpoise. In my end is my beginning.

"East Coker"—T. S. Eliot

PHYSICAL CHANGES WITH AGE

The human condition dictates that changes will occur, inevitably, to the body over the years. These physical changes sometimes produce visible results, which are evident to the older person, if not to others. The most common physical aspects of aging[1] are:

1. change in pigmentation of the hair and skin,
2. loss of muscle power, including the heart muscle,
3. progressive stiffening of joints,
4. loss of receptors for touch, pain, smell, hearing and taste,
5. decreased accommodation of the eyes to distant objects,
6. loss of teeth, and
7. the menopause or the climacterium.

These physical changes will usually be a source of personal concern. The elderly may experience embarrassment and self-consciousness, especially when faced with the unpredictability of "hot flashes" or the lack of money with which to secure needed dentures.

DIET

Changes in the diet of the elderly can help them to adjust to physical changes. Most nutrient needs remain basically the same throughout the adult life cycle except for a decreased need for iron after the menopause. However, the need for calories may be lower for the aged because of a gradual slowing of body processes with age and a decreased amount of physical exercise. Excess calories could lead to weight gain, but a lessened caloric intake increases the difficulty of obtaining adequate levels of nutrients.

There are some considerations in the elderly diet that are important for all ages but are sometimes overlooked by the elderly population. An adequate amount of liquid is needed in the diet for digestion of food, fluid balance and kidney function. Liquids such as fruit juices, soups, and milk may be high in nutrient value while soft drinks and alcoholic beverages add more calories and little or no other nutrient value.

Fiber is needed in the diets of the elderly for regularity and good muscle tone. Constipation is less likely to be a problem when whole grain breads and cereals, dried fruits, and raw

[1]A. Verwoerdt, "Training in Geropsychiatry," in *Behavior and Adaptation in Later Life*, ed. by E. W. Busse and E. P. Pfeiffer (Boston: Little, Brown and Company, 1969).

fruits and vegetables are consumed on a daily basis. Four or five light meals during the day rather than a pattern of three large meals may also aid in regularity.

Cholesterol is needed in body tissues and for some body functions, but since it is produced in the body, it is not needed in the diet. Cholesterol is found in animal foods such as whole milk, muscle meats, organ meats, egg yolks, and butter. High levels of cholesterol and saturated fats from animal sources may be a contributing factor in heart disease. Fish, egg white, margarine, and skim milk contain little or no cholesterol. When high cholesterol levels are a problem, further dietary study and special attention to the problem is recommended.

Sodium is needed for many body functions but in small amounts. High intake of salt or foods high in sodium have been shown to be a factor in hypertension, heart disease and other heart problems. Decreased sensitivity to the taste of salt leads many to increase the seasoning in their food. Learning to eat foods without adding salt and substituting other flavorings such as spices, lemon juice, and vinegar can reduce the sodium content of the diet. Any radical diet change should always be accompanied by the advice of one's physician.

Weakening of teeth or loss of teeth will significantly affect the diet of an aged person. Although soft foods can be eaten, it may not be desirable for all foods to be ground, chopped, or pureed. A variety of textures is more appealing and, if correctly prepared, can be consumed by most older people with dental problems. When chewing is difficult, food may be cut into smaller, manageable pieces without significant change in appearance and flavor. Diets that are all smooth may lead to the same problems as a low fiber diet with regard to digestion and elimination.

Sense of taste and smell may decrease with age. Taste buds are actually worn down with age, although this change occurs at varying rates among individuals. Foods for older people may require extra seasoning, but caution should be used in regard to salt because of its high sodium content. Eating may be made more enjoyable, even though the sense of taste is lessened, by making food more attractive as it is served. Garnishes, consideration of colors and varying textures of the food on the plate can help to make a meal more attractive.

SPECIAL DIETS

Debilitating diseases such as diabetes, kidney and liver disease, ulcers, gastro-intestinal disturbances, and heart disease are more prevalent in older populations than in younger groups. Many of these diseases are related to the diet. Doctors and dietitians may recommend that diet therapy be implemented to change the normal food intake to meet the body's requirements under these special conditions. The most prevalent diet modifications for older people are the diabetic diet, the fat-restricted diet, and the sodium-restricted diet. Calorie-restricted diets may also be implemented in cases of obesity.

The diabetic diet is a modification of carbohydrate intake to compensate for the inability of the body to use carbohydrates properly. Some cases of diabetes can be controlled by diet alone with no medication necessary.

The fat-restricted diet is used for persons with liver, gall bladder, and certain cardiovascular diseases. Although nutritionally adequate, the diet may be low in calories due to fat restriction and may be supplemented by additional amounts of carbohydrate and perhaps protein as necessary.

The sodium-restricted diet is used for persons with heart conditions and hypertension. The diet is planned to be nutritionally adequate with limited amounts of salt and of foods high in sodium content such as bacon, ham, olives, pickles, potato chips, salty crackers, salt-water fish and shellfish.

APPEARANCE

American manufacturers have been quick to accommodate the wishes of the elderly to continue to appear young, after recognizing the increasing numbers of elderly in the popula-

tion. For example, the marketplace now offers numerous choices of hair colors, dentures, and types of eye-glasses, for example.[2]

Adults are coming to understand that planned exercise and diet can help them to maintain their appearance and their mobility longer. Faced with sedentary occupations requiring limited use of muscles, millions find both health and enjoyment by walking, jogging, and swimming.

SEXUAL RELATIONS

A popular misconception exists that all older people have lost their sexual interests and capacities. Research fails to support this, and yet the notion lives on. It is hoped that the coming generations may learn a different perception of themselves as older people, one of normal, healthy persons, capable of continuing sexual activities of younger years.

DEATH AND DYING

The greatest social taboo today concerns discussion of death and dying.[3] Although the cessation of life is another normal, inevitable physical occurrence, much remains to be done to assist people in making spiritual, emotional, and physical preparations for it.

The hospice as a place for treatment of the terminally ill has only recently been introduced into America. A hospice is a facility and/or program which provides care exclusively for the terminally ill person.

Beginning with a hospice in Connecticut modeled after one in England, the movement to start hospices is growing across the country. Such national organizations of the elderly as the Gray Panthers have endorsed the hospice movement, because they offer care without using extraordinary means to prolong life, beyond making the patient comfortable. Some states have begun to recognize the desire of a patient to forego use of life-sustaining measures as legally binding.

The benefits from a hospice are two-fold. Terminally ill patients often wish to remain at home or near home, to die surrounded by their family and friends. In turn, a family's active participation in caring for a terminally ill loved one assists the family in the separation process. A group of support staff such as doctors, nurses, therapists, and counselors focused on the terminally ill patient and family can make the dying process easier and more meaningful for both the patient and the family.

Thousands of people are helped by those who will their bodies to medical science. As many as 25 organs can be donated. Every state now has passed the Uniform Anatomical Gift Act. This means that all that is needed is a donor card which stipulates what is to be donated. It must be signed by the donor and two witnesses. It is suggested that the donor carry the card in his/her wallet, near the driver's license.

Americans need encouragement and education regarding the many preparations for death, including wills, options for disposal of the body, and types of funeral services. Without such pre-preparation, important decisions are left to be made, by people who are in states of profound grief and who may not know one's wishes. And because many individuals have chosen not to be parents, they need to be especially careful to make arrangements through memorial societies so that their wishes will be carried out. These nonprofit groups exist to provide people with information about funerals, donations of organs, and other matters pertaining to death. Generally, memorial societies provide members with information regarding options such as bequeathing their body to medical science, cremation, burial, shipment; forms for funeral directors, next-of-kin, clergymen; cemetery information in their area; instructions on steps to take when death occurs; and directories of memorial associations in the United

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[2]"The Graying of America," *Newsweek*, February 28, 1977, pp. 50-64.

[3]E. Kubler-Ross, *On Death and Dying* (New York: Macmillan Publishing Co., Inc., 1969).

States and Canada. Membership in a memorial society is low cost and transferrable as one moves about the country. (See page 28 for address.)

In helping students to understand the physical changes of the elderly, the learning experiences listed later in this publication may be either integrated into classes or taught as separate units. Some of the foods and nutrition learning experiences may be used to help students to understand modifications needed in diets while others, for example consumer education experiences, require students to think about adaptations in grocery stores which will accommodate the loss of muscle power, vision, or hearing of elderly persons. Thus, objectives regarding awareness of physical changes with aging may be reached through various learning experiences in different units.

Teach him to live rather than to avoid death:
Life is not breath, but action, the use of our senses,
our mind, our faculties, every part of ourselves
which makes us conscious of our being.
Jean-Jacques Rousseau

PSYCHOLOGICAL CHANGES WITH AGE

People tend to gain a sense of identity from their work. When people are introduced, their occupation is often mentioned rather than their political party, religious beliefs, or kinship status. It is small wonder, then, that when people retire, they sometimes feel a great loss of identity. Time hangs heavy for those who have not developed absorbing activities to continue during retirement. A solution for some elderly is to carry out activities related to their former work. For example, an extension agricultural agent may become a horticultural consultant or provide income tax service; a teacher may volunteer time to a parks and recreation program.

Research about the effect of aging on intelligence shows that:

> Although it is apparent from our studies that there is very little age decrement in intelligence, in functions that do not require speeded response or are affected by the slowing of reaction time within the individual, there are nevertheless marked differences in performance level between successive generations. For practical purposes this means that although many older people are functioning at least as well as they did when they were young, still the young of today function at a much higher level than those who were young 50 years ago.
>
> . . . our studies strongly suggest that in the areas of intellectual abilities and skills, old people, in general, if they are reasonably healthy, have not declined but rather have become obsolete . . . obsolescence can be remedied by retraining, while deterioration would be irreversible.[1]

A feeling of obsolescence after retirement and after the children have left home need not occur. Experts argue that those elderly who make the most satisfying adjustments to aging are those who remain actively involved as long as possible. But this involvement must be meaningfully appreciated by others or it merely serves as a time-killer. When people cease to feel positive feedback from others for their efforts, they sometimes start to disengage themselves from other people.

A sense of isolation is commonly forced upon the elderly by loss of spouse or friends; limited sight, hearing, or mobility; or lack of income to spend on radio, newspaper, or telephone. Research has shown that loneliness from isolation is a real problem for the elderly. Loneliness may be psychologically painful. The learning experiences presented here suggest ways for students and society to help overcome this loneliness.

Contrary to popular opinion, only approximately five percent of the elderly will ever be institutionalized. Some of these institutionalized people will become mentally confused and will benefit by reality orientation, a process for keeping the present world in perspective. Reality orientation can be practiced with any elderly person by discussing such current facts with them as the day of the week, the weather, the time, or the objects around them.

It is just as incorrect to generalize about the psychological adjustments of the elderly as of any other group, for the elderly tend to repeat the adaptations to changes which they used at earlier stages of life. Thus, their coping mechanisms lead them to a variety of answers, and they appear as different as they were when younger.

• • • •

[1]K. W. Schaie, "Age Changes in Adult Intelligence," in *Aging: Scientific Perspectives and Social Issues*, ed. by D. S. Woodruff and J. E. Birren (New York: Van Nostrand Co., 1975).

Students could consider the activities which they now perform which will always give meaning to their lives. They also could consider their responsibilities in helping the elderly with whom they may have contact to cope with such loneliness as may already have occurred. The learning experiences later in this publication offer ideas for ways of helping students to be more aware of the psychological effects of aging. A clothing-related experience may be as helpful as one in the family relations area, depending upon the teacher's focus when carrying out the experience in class.

Now the years are rolling by me,
They are rockin' evenly.
I am older than I once was,
But I'm younger than I'll be.
That's not unusual. No, it isn't strange.
After changes upon changes
We are more or less the same.
After changes we are more or less
the same.

"The Boxer" by Paul Simon

Plant shadows on the wall,
Cars passing swiftly,
The lady listens to the radio turned high,
Time hangs heavy.

SOCIETAL CHANGES WITH AGE

Although America is a youth-oriented culture, it is easy to think of very positive aspects of aging, such as enjoying more leisure time, having freedom and independence from former responsibilities to family and job, and hopefully, having financial security at last. A national study[5] of public attitudes toward aging noted negative aspects as well, such as concern about poor health, loneliness, financial problems, being neglected or rejected by the young, and boredom.

The family of elderly persons may experience both positive and negative attitudes toward their relatives as the years pass. If the elderly person shares his/her life history with grandchildren, relating stories to personal possessions such as photographs in a scrap book, the grandchildren gain an invaluable sense of identity and continuity. The elderly person ceases to be lonely and has an opportunity to give of him/herself in a meaningful way. Many elderly people are able to devote time and effort to family members in ways which were closed to them before they retired. They may babysit with grandchildren, prepare handicrafts such as quilts and knitted sweaters, and make repairs on the home which amount to sizeable financial savings to the family.

An elderly person in a crowded home may present problems as well. Not only may the contrast in values be great and disconcerting, leading to endless friction, but the normal loss of physical abilities may result in impatience concerning slow movement or lack of hearing.[6]

The family has the very real problem of making decisions regarding place of residence of elderly people. The need to remain independent on the part of the aged may result in real worry for relatives who cannot stop by regularly to check up on the safety of their loved ones. It is here that the local community services become increasingly important.

Although many elderly have no debilitating physical problems, those few who suffer real loss of physical abilities and still wish to remain independent may seek out community support. Examples of such support exist from coast to coast. Homemaker-home health aides may be contacted to come into the house on a regular basis to clean, shop, exercise and generally comfort the aged person. The elderly may secure specially trained animals to assist them, known nationally as "Dogs for the Deaf" and "Guide Dogs."

Friendly visitors may come to call or telephone the home, again on a regular schedule, to keep track of the conditions there. Neighbors or church family may see an elderly person as their special opportunity to give time and emotional support. However, such neighborliness is not an automatic occurrence in our society. Organized efforts are needed to provide such support, especially at the volunteer level where no money changes hands.

The lack of community-based support has led to national programs of assistance to the elderly. ACTION, since 1973, has supervised three such programs. The Foster Grandparent Program is designed to help low income people over age 60 to assist disadvantaged children. Transportation can be arranged, or reimbursed, and a stipend is paid to the Foster Grandparents. RSVP (Retired Senior Volunteer Program) encourages people in any income level, over age 60, to assist in a wide range of community efforts. It is a more flexible, voluntary organization. The Senior Companion Program, the newest ACTION program, resembles the Foster Grandparent Program, except the volunteer helps only other elderly people. This pro-

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[5] *The Myth and Reality of Aging in America* (Washington, D.C.: The National Council on Aging, Inc., 1975).
[6] B. Silverstone and H. K. Hyman, *You and Your Aging Parent* (New York: Pantheon Press, 1976).

gram helps the elderly remain independent in their own homes, thus delaying the need for institutionalization.

The Social Security Administration provides financial assistance to the elderly through its systems of worker-employer contributions during working years. The Internal Revenue Service, in conjunction with community groups, helps older tax payers to complete their tax returns.

Less well known is the Older American Act of 1965 which provides that either low cost or free meals be made available through both congregate sites and the home-delivered "Meals on Wheels" basis. This act also provides for sharing the cost of senior centers with communities, those places where the older person may come to talk, play, read, listen to lectures, or just sit. To combat the meaninglessness and loneliness of many people's lives, these centers provide a variety of classes, public speakers, club meetings and special events, such as parties, dances, picnics, and tours. Volunteers and paid employees assist in carrying out these varied activities. Other invaluable services provided the elderly in some communities include transportation, minor home repairs (chore service), legal services, and day care centers where the elderly are cared for on a daily basis.

Until recently the mandatory, arbitrary retirement of people at age 65 created problems for both the businesses needing expertise and the elderly persons who were both physically and mentally able to continue working. Representative Claude Pepper, Florida, promoted changes in the law, permitting a variance in the mandatory national retirement age, extending it to age 70, or even beyond, in some instances.

In 1978 the House Select Committee on Aging focused its attention on such social issues as changes in Medicare to favor delivery of home health care rather than forced institutionalization, a change which would not only cost taxpayers less money but may also give more happiness to many elderly people.

Missouri and Florida have held Silver Haired Legislatures so that the elderly could meet at the capital, write, and vote on bills to advocate later with their duly-elected state officials. Other positive social changes favoring life-long learning have occurred in a few colleges and universities across the nation which offer free credit and non-credit opportunities to the elderly. However, these opportunities are not yet common.

It is hoped that a White House Conference on Aging in 1981 may serve to focus national attention on the real problems of the elderly, just as occurred following the 1971 White House Conference on Aging. Improving the quality of life for the elderly will require the combined efforts of individual families, community support services, and national assistance programs.

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After the home economics teacher becomes familiar with the local agencies which support the independence and happiness of the elderly, home economics classes at any age level can be introduced to the contributions which are being made or need to be started. A natural occurrence might be increased understanding of how public policy comes about in America. Learning experiences suggest ways for intergenerational interaction, some within local agencies for the elderly.

THE STUDY OF AGING IN THE HOME ECONOMICS PROGRAM

The tasks of home economics educators in regard to the elderly are seen as being threefold:

1. to increase understanding and helpfulness among generations,
2. to provide realistic preparation for individuals of all ages in coping with the problems and situations which they will encounter as they age, and
3. to promote study of public policy which will improve the quality of life of the elderly.

Preparation in coping with problems of aging can realistically be incorporated into all the subject matter areas of home economics and all levels of the program. Stimulating adult classes can be developed utilizing content related to the aging process.

Use of the books and films listed in this publication in conjunction with the suggested learning activities can lead to increased awareness and concern for the elderly by home economics students. Elderly people themselves represent very important resources for the teacher, since both the elderly and the class benefit from these contacts.

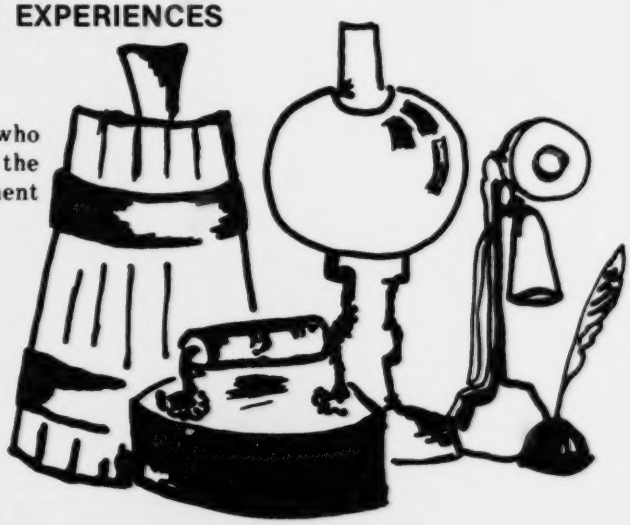
The learning activities represent a few of the many types which might be created, depending upon the resources of the local school, the type of class for which the activity might be adapted, and the class time available. Each teacher can select and adapt particular experiences to his/her unique circumstances.

GENERAL

Find out how to contact local chapters of national associations and local agencies that provide services for the elderly. Make a list of such groups, with addresses and phone numbers, available to elderly persons.

HOUSING EXPERIENCES

CLASS RESEARCH



- Conduct a class survey of the elderly who have moved to the community to determine the percentage who chose their new arrangement for each of the following reasons:

  cost of living
  climate
  income taxes
  health facilities
  crime rate
  potential for activity
  proximity to relatives or friends

RESOURCE PEOPLE

- Invite to class older people who have resided in the community many years to describe the changes which they have observed over the years, for example in houses and property or changes in services for the elderly.
- Arrange a heritage lesson in which older citizens bring antique pieces of kitchen equipment and/or furniture to school to discuss with the class, or have the class visit a home to participate in such a discussion.
- View and discuss films such as "Matter of Seconds," "Nell and Fred," "Where Mrs. Whalley Lives," "Home Fires," or "Yellow Leaf" (see pages 23-27) which illustrate housing concerns of the elderly.

FIELD TRIP

- Assign students to visit a business such as a nursing home, Homemakers-Upjohn, recreation center, senior citizens center, or counseling center to find out their procedures in hiring, training, and paying employees.
- Visit a local senior services center to find out the kinds of assistance which are available to help the elderly to remain independent as long as possible.
- Tour a hospital to observe such things as the types of equipment and construction of bathrooms which might be useful for the elderly in their own homes.

VARIABLE TYPES OF ACTIVITIES

- Have students compare the rooms in their homes (kitchen, living room, bedroom) to the suggestions for such rooms for the elderly in Christine F. Salmon and F. Cuthbert Salmon, "Housing the Elderly," *Journal of Home Economics*, 70(4) (Fall 1978), pp. 23-25.
- Ask students to examine the floor plans of houses to determine the most appropriate arrangements for a family which has an older relative living with them. Emphasize how housing purchased in early years of the family's development might be adapted for the later years.
- Provide floor plans of apartments or pictures of rooms for students to use in selecting and explaining the most appropriate housing choice for an elderly person who is still independent.
- Have students explain the advantages to an elderly homemaker of such items as a toaster oven, tongs, or wheeled laundry cart.
- Ask students to examine their homes for areas which might be unsafe or dangerous for an elderly person with either loss of hearing, sight, use of an arm or a leg, and explain what might be done to correct the problem.
- Simulate physical characteristics of elderly in housing situations, such as going up steps with a walker, to increase understanding of aging.

INDEPENDENT STUDY

- Use the independent learning module and teacher's manual on "Adaptations of Homemaking Tasks for the Aged: Housekeeping" available from:

  Dissemination and Diffusion Section
  Division of Vocational Education
  Florida Department of Education
  Knott Building
  Tallahassee, FL 32304 $9.50

TEACHER RESOURCES

AARP. *Your Retirement Home Repair Guide.* Long Beach, California: AARP-NRTA, 1973.
AARP. *Your Retirement Housing Guide.* Long Beach, California: AARP-NRTA, 1973.
Goetz, H. M. Housekeeping Problems of the Older Homemaker. *Gerontologist 5,* 1965, 122-159.
Laurie, G. *Housing and Home Services for the Disabled.* Hagerstown, Maryland: Harper & Row, 1977.
Lowman, E. and Kluger. *Aids to Independent Living: Self-help for the Handicapped.* New York: McGraw Hill, 1969.
May, E. E., Waggoner, M. R., and Hotte, E. B. *Independent Living for the Handicapped and the Elderly.* Boston: Houghton-Mifflin, 1974.
Redick, S. S. *A Guide for Teaching Housing and Home Care.* Danville, Illinois: Interstate, 1976.
Ridley, A. F. *Space and Equipment for Teaching Independent Living Skills to the Handicapped.* Tallahassee, Florida: Florida Department of Education, 1977.

FAMILY RELATIONSHIP EXPERIENCES

CLASS DEBATE

- Provide students with materials with which to debate the rights of senior citizens to death with dignity, to continue working past "normal" retirement years, and/or to services of a nursing home ombudsman.

RESOURCE PEOPLE

- Invite an older person to class who belongs to a memorial society to discuss the advantages which s/he feels occur by having decisions made regarding funerals and/or disposal of organs to medical science.

INTERGENERATIONAL ACTIVITIES

- Invite a mother and grandmother or grandfather to discuss their views on such issues as dating practices, income planning, or responsibility for each other in later years.
- The teacher could call a retirement center or congregate meal center and ask permission for students to visit some of the residents. Students might make gifts to take the elderly, such as a wall hanging or a plant. After the experience, discuss the visit in terms of the benefits and disadvantages of the physical facilities and the activities for the residents.
- Students might accompany local volunteers as they home-deliver meals to the elderly and then describe to the class the similarities and differences in the people who receive the meals.
- Students might volunteer to help an older person by running an errand, taking out the trash, moving furniture, changing a ceiling light bulb, etc. Students might report back to the class on the way in which assistance was offered and received and new ideas which they gained about growing old.
- Students might visit an elderly relative, neighbor, or church member. After the visit, students may share the types of activities which the older person seemed to carry out to have fun, stay healthy, gain income, or have contact with others.

VARIABLE TYPES OF ACTIVITIES

- Have students list their own personal characteristics which they would like to have people remember when they die and explain why these characteristics are important to them.
- Students could study such service organizations as RSVP (Retired Senior Volunteer Program) or the Foster Grandparent Program to explain the advantages which older and younger people gain from the program.
- Have students listen to Lou Rawl's recording of "Time" or Simon and Garfunkel's recording of "Old Friends" and write down the ideas which occur about each as they are listening. Ideas may or may not be shared later.
- View and discuss the relationships seen in such films as "That The Last Be Best," "The Confused Person," "Peege," "Grandpa," "How Would You Like To Be Old?" or "To Be Growing Older" (see pages 23-27).

INDEPENDENT STUDY

- Use the independent learning module and teacher's manual on "Adaptations of Homemaking Tasks for the Aged: Working with the Elderly" available from:
  Dissemination and Diffusion Section
  Division of Vocational Education
  Florida Department of Education
  Knott Building
  Tallahassee, FL 32304 $8.90
- Study the publication "Exploring Our Attitudes Toward Aging" available from:
  Illinois Teacher of Home Economics
  Division of Home Economics Education
  Department of Vocational and Technical Education
  University of Illinois at Urbana-Champaign
  Urbana, IL 61801 $1.00
- Study the publication "Care and Independent Living Services for Aging" available from:
  Superintendent of Documents
  United States Government Printing Office
  Washington, D.C. 20402
- Encourage correspondence for better understanding of:

  senior golf tournaments
  U.S. Golf Association
  Golf House
  Farhills, New Jersey 07931

  holidays with the elderly
  No Greater Love
  1750 New York Ave., N.W.
  Washington, D.C. 20006

  the "Dogs for the Deaf" program
  Roy G. Kabot, President
  Applegate Behavior Station
  P.O. Box 86
  Jacksonville, OR 97530

  educational opportunities for older adults
  Consumer Information Center
  Dept. 689 F
  Pueblo, CO 81009

TEACHER RESOURCES

AARP. *Your Retirement Widowhood Guide.* Long Beach, California: AARP-NRTA, 1973.

Butler, R. N. *Why Survive? Being Old in America.* New York: Harper & Row, 1975.

Cohen & Gaus. *The Other Generation Gap—The Middle Aged and Their Aged Parents.* Chicago: Follett Press, 1978.

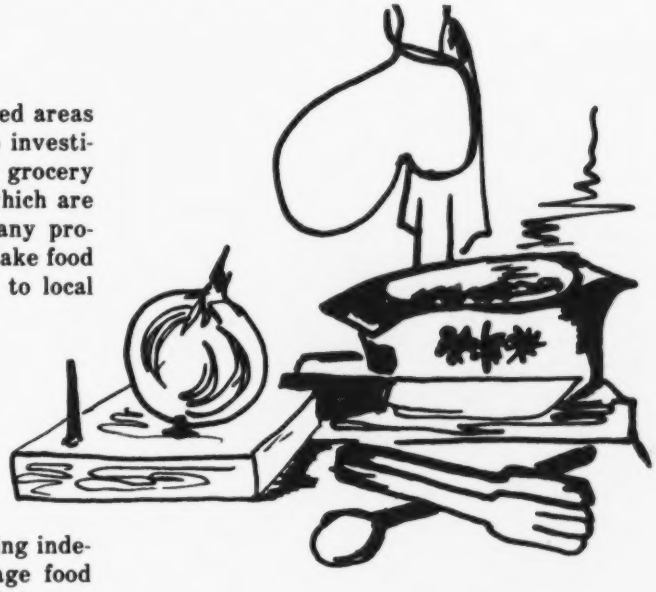
Kennedy, C. E. *Human Development: The Adult Years and Aging.* New York: Macmillan Publishing Co., 1978.

Saul, S. *Aging: An Album of People Growing Old.* New York: John Wiley & Sons, Inc., 1974.

23

FOODS AND NUTRITION EXPERIENCES

CLASS RESEARCH



- Help class to identify concentrated areas of elderly in their community and to investigate the accessibility of the areas to grocery stores, the types of transportation which are available for elderly shoppers, and any programs which have been designed to make food purchasing easier. Results might go to local media after being reported in class.

RESOURCE PEOPLE

- Invite an older person who is living independently to discuss how they manage food purchasing, food preparation, and meal time.
- Invite an older person to talk about the changes which the person has seen occur during his/her lifetime in food-related equipment and in variety of foods, or to share a hobby such as gardening, or to explain how s/he manages a quality life on a reduced income.

FIELD TRIP

- Arrange for students to visit a congregate meal site. After the visit they could report on the food and socialization which occurred, and their own conversations with the elderly.

COMMUNITY SERVICE

- Students might design a layout of a grocery store which would be adapted to needs of people using walkers and wheelchairs. Identify the differences from today's grocery stores and the reasons for the differences. Present the plans to a local store manager for reaction.
- Plan and present a program at a congregate meal site on such topics as weight control, exercise, or food fads and fallacies.
- Secure a week's menus from a local home for the elderly. Analyze the menus for adequate nutrition.
- An advanced nutrition class might write fact sheets concerning either basic nutrition for the elderly, food fads and fallacies, or one of the special diets, e.g., low calorie, low sodium, low cholesterol. Ask a local dietitian to check the sheets for accuracy. Students could distribute printed copies at churches, senior centers, or food stores.

VARIABLE TYPES OF ACTIVITIES

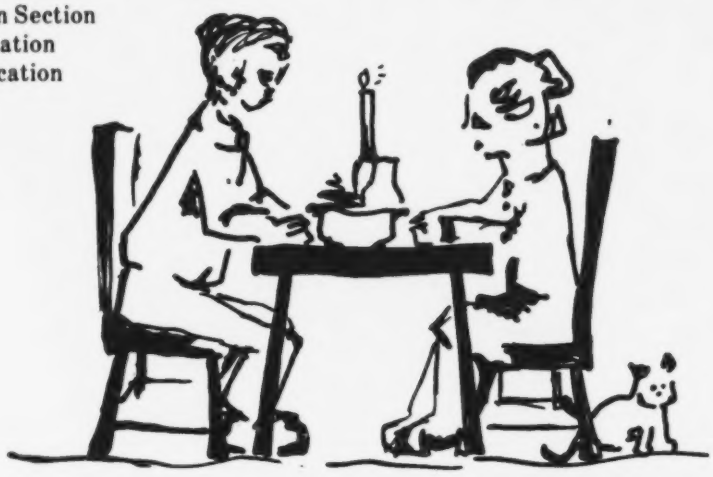
- Students could find examples of advertising aimed at the elderly on television, in magazines, or in store displays and explain to the class the appeal to the aging and analyze it critically as to potential effects.

- Ask students to volunteer to try a special diet (e.g., low sodium, low fiber, low cholesterol, low calorie) for a short period of time. Then students could report their reactions to the class and suggest ways to improve the diets.
- Have students write a menu for older people with weakened teeth or dentures keeping in mind the basic food groups, color, texture and flavor arrangements. If possible, students might get reactions to their menu from an older person.
- Assign students either to think of adaptations that could be made when preparing food to make it easier and safer for the person with the following limitations or to actually prepare the food and serve it to the person who has:
  - stiffening of hand joints
  - loss of muscle power in an arm or hand
  - loss of receptors for touch or pain
  - loss of receptors for smell or taste
  - difficulty in standing to cook or wash dishes, such as wheelchair bound
  - loss of vision
- Have individual students report on the implications for the elderly of such current legislation as: Public Law 92-258, Older Americans Act, Title 4—Meals on Wheels; Title 7—Congregate Meals; Public Law 92-603, Amendment to the Social Security Act.
- Have students locate foods in a local grocery which come in one or two portion sizes. Classify them into food groups, and discuss the foods from the financial, storage, and preparation perspectives.

INDEPENDENT STUDY

- Use the independent learning modules and teacher's manuals on "Adaptations of Homemaking Tasks for the Aged: Food Purchasing; Nutritional Needs; or Food Management" available from:

  Dissemination and Diffusion Section
  Division of Vocational Education
  Florida Department of Education
  Knott Building
  Tallahassee, FL 32304
  $25.46 for series of six



TEACHER RESOURCES

AARP. *Your Retirement Food Guide.* Long Beach, California: AARP-NRTA, 1970.

Administration on Aging. *The Nutrition Program for the Elderly.* Oregon State University: HEW, 1973.

Klinger, J. L., Frieden, F. H., and Sullivan, R. A. *Mealtime Manual for the Aged and Handicapped.* New York: Essandress Special Editions, 1979.

Klippstein, R. N. and Keown, G. M. *Concerns of the Aging: Nutrition Abstracts and Reference Materials for Professionals.* Washington, D.C.: AHEA, 1976.

Redick, S. S. *A Guide for Teaching Nutrition and Foods.* Danville, Illinois: Interstate, 1976.

CONSUMER EDUCATION EXPERIENCES

CLASS RESEARCH

- Individual students can report to class on their findings regarding use of special financial savings plans for the elderly which may be offered in the locality by such businesses as:
  - bus companies
  - optical concerns
  - restaurants
  - drug stores
  - parks
  - cooperative grocery stores
  - motels
  - banks
- Students can survey the local businesses to determine those which acommodate the person in a wheelchair or using a walker.
- Scan periodicals in school library and other sources to report on articles relating to the elderly and their role in the marketplace.

RESOURCE PEOPLE

- Ask older home owners to explain how they have lowered their utility costs through such energy-saving procedures as shutting off unused rooms, adding an automatic timer to their water heater, eliminating air "leaks," or changing their use of phone, water, or electricity.
- Invite older persons to explain how they saved money during their vacation because of the special rates which they secured at motels or parks.
- Invite a public official to report on legislation helpful to the elderly, such as Social Security or Medicare.
- Secure a business representative who is responsible for pre-retirement planning sessions to explain the process used with their employees, the types of questions usually raised, and the evidence of success of the service to employees.
- Invite a social worker to discuss the local services which are available to the elderly, including legal counseling and medical alternatives.

ROLE PLAY

- Have students role play an older, deaf person shopping for a car or glasses; an older person with limited vision purchasing food and checking out at the cash register; an older person with a wheelchair purchasing clothing. Analyze the ways in which businesses might make shopping more enjoyable and efficient for such shoppers. Reports could be submitted to media.

VARIABLE TYPES OF ACTIVITIES

- Secure copies of the state legislature's recent bills dealing with issues for the elderly such as nursing homes, geriatric education, dentures, audiological services, transportation, or tax assessments.
- After a lesson on advertising strategies, students might devise advertisements for various media specifically designed to appeal to the aged population.

- View and discuss such films as "Before the Day," "The Social Security Story," "Preparation for Later Years: Financial Planning," or "Rest of Your Life" (see pages 23-27). Discuss implications for financial planning by the elderly.
- Plan a budget for a homebound elderly couple to live within Social Security payments. Have such a couple and/or a social worker react to the resulting budget.

TEACHER RESOURCES

AARP. *Your Retirement Consumer Guide*. Long Beach, California: AARP-NRTA, 1970.
AARP. *Your Retirement Income Tax Guide*. Long Beach, California: AARP-NRTA, 1970.
AARP. *Your Reitrement Legal Guide*. Long Beach, California: AARP-NRTA, 1970.
AARP. *Your Reitrement Money Guide*. Long Beach, California: AARP-NRTA, 1970.
AARP. *Your Retirement Safety Guide*. Long Beach, California: AARP-NRTA, 1970.
A Unit of Learning About Homemaker-Home Health Aide Service. New York: Council on Social Work Education and National Council for Homemaker Services, Inc., 1968.

TEXTILES AND CLOTHING EXPERIENCES

CLASS RESEARCH

- Carry out a survey of older men's and women's shopping priorities for clothing according to price, fiber, quality, fit, design, and color. Particular types of garments may be studied.
- Have individual students look through pattern books to find clothing which might be adapted for older people with physical handicaps, e.g., loss of arm or leg, confinement to a wheelchair, limited use of a hand; or bodily changes with age, e.g., larger waistline, hump in back, curvature of the spine. The adaptations may include change in placement of openings or use of Velcro or snaps instead of buttons, but must also show consideration for attractive retention of the design of the garment.

RESOURCE PEOPLE

- Invite older persons to class to explain how they select clothing which is easy for them to keep clean, and/or how they make clothing warmer.
- Ask an older person to explain how they react/adapt to the youthful styles of clothing prominent in stores today.
- Ask an older man who lives alone to explain how he manages his clothing needs.

FIELD TRIP

- Locate sources of clothing which sell less expensive, "irregular," or used clothing. Have students select clothing which might be appropriate for a particular older person and estimate the possible savings per item selected.
- Visit a second hand clothing outlet. Evaluate the cost and quality of the available clothing.

VARIABLE TYPES OF ACTIVITIES

- Have students think of ways to make the laundry process a less tiring task for an older person. Share ideas in class.
- Have students design an apron which an older person could wear to keep their "special" things close at hand.
- Ask students to select pictures of clothing which an older person with a particular physical limitation might mix and match to extend their clothing budget.

INDEPENDENT STUDY

- Use the independent learning module and teacher's manual on "Adaptations of Homemaking Tasks for the Aged: Laundry" available from:

  Dissemination and Diffusion Section
  Division of Vocational Education
  Florida Department of Education
  Knott Building
  Tallahassee, FL 32304 $9.16

TEACHER RESOURCES

Dodge, R. E. Selling the older customer. *Journal of Retailing*, 34-34 (Summer, 1958), pp. 73-81.

Newton, A. Specially designed clothing can be a boon to the aged and handicapped. *Yearbook of Agriculture, 1973*. Washington, D.C.: Government Printing Office, 1973, pp. 322-324.

Parrish, H. W. and Nugent, E. R. *Fit and Flattery for the Over Fifties: Dress Pattern Alterations Related to Physical Characteristics of Older Women*. Columbia, Missouri: Instructional Materials Laboratory Department of Practical Arts and Vocational/Technical Education, 1975.

U.S. Superintendent of Documents. *Flammable Fabrics and Other Fire Hazards to Older Americans*. U.S. Congress Special Committee On Aging. Hearing, Oct. 12, 1971, U.S. Government Hearings 5219, 1971, V. 2, 56 pages.

FOR FURTHER READING

Busse, E. W. and Pfeiffer, E. *Behavior and adaptation in late life.* Boston: Little, Brown and Company, 1969.

Buckley, J. C. *The retirement handbook.* New York: Harper & Row, Publishers, 1977.

Butler, R. N. *Why survive? Being old in America.* New York: Harper & Row, Publishers, 1975.

Butler, R. N. and Lewis, M. I. *Sex After Sixty.* New York: Harper & Row, Publishers, 1976.

Comfort, A. *A Good Age.* New York: Crown, 1976.

Edmunds, E. P. Death education—an education for living. *Tips and Topics in Home Economics,* Texas Tech. University, Lubbock, Texas, 16(4), 7.

Gubrium, J. F. *The myth of the golden years.* Springfield, Illinois: Charles C. Thomas, 1973.

Havighurst, R. J. Understanding the elderly and the aging process. *Journal of Home Economics,* 66 (1974), 17-20.

Health Aides . . . Training Manual. New York: National Council of Homemaker Services, 1967.

Jury, M. and Jury, D. *Gramps.* New York: Penguin Books, 1977.

Kennedy, C. E. *Human Development: The Adult Years and Aging.* New York: Macmillan Publishing Co., Inc., 1978.

Kubler-Ross, E. *On death and dying.* New York: Macmillan Publishing Co., Inc., 1969.

Laurie, G. *Housing and Home Services for the Disabled: Guidelines and Experiences in Independent Living.* New York: Harper & Row, Publishers, 1977.

Loether, H. J. *Problems of aging.* Belmont, California: Dickenson Publishing Co., Inc., 1975.

May, E. E., Waggoner, N. R., and Hotte, E. B. *Independent living for the handicapped and elderly.* Boston: Houghton Mifflin Co., 1974.

Moody, R. A. *Reflections on life after death.* Harrisburg, Pennsylvania: Stackpole Books, 1977.

Mower, P. G. (ed.) *FHA-HERO and the older generation.* Washington, D.C.: Future Homemakers of America, 1974.

Neugarten, B. L. *Middle Age and Aging.* Chicago: The University of Chicago Press, 1968.

Shanos, E. and Sussman, M. B. *Family, bureaucracy and the elderly.* Durham, North Carolina: Duke University, 1977.

Silverstone, B. and Hyman, H. K. *You and your aging parent.* New York: Pantheon Press, 1976.

Stoddard, S. *The hospice movement.* New Haven, Connecticut: National Hospice Organization, 1978.

Streib, G. F. and Schneider, C. J. *Retirement in American Society.* Ithaca, New York: Cornell University Press, 1971.

The graying of America. *Newsweek,* February 28, 1977, pp. 4.

The Myth and Reality of Aging in America. Washington, D.C.: National Council on the Aging, 1975.

Woodruff, D. S. and Birren, J. E. (Eds.) *Aging-scientific perspectives and social issues.* New York: Van Nostrand Co., 1975.

Working with the elderly. *Forecast for Home Economics,* 23(6), 68.

FILMS ABOUT AGING

FILM DISTRIBUTORS

1. Customer Service Department
   Learning Corporation of America
   1350 Avenue of the Americas
   New York, NY 10019

2. Department of Health & Rehabilitative Services
   Resource Center - Audio-Visual Center
   P.O. Box 210
   Jacksonville, FL 32201

3. Film Rental Center of Syracuse University
   1455 E. Colvin Street
   Syracuse, NY 13210

4. Florida State University
   Instructional Media Center
   Tallahassee, FL 32306

5. Indiana University Center
   Audio-Visual Center
   Bloomington, IN 47401

6. Iowa State University
   Media Resource
   121 Pearson
   Ames, IA 50010

7. McGraw-Hill Textfilms
   1221 Avenue of the Americas
   New York, NY 10020

8. National Film Board of Canada
   16th Floor
   1251 Avenue of the Americas
   New York, NY 10020

9. Pennsylvania State University
   Audio Visual Services
   University Park, PA 16802

10. University of Arizona
    Film Library
    Bureau of Audio Visual Services
    Tucson, AZ 85700

11. University of Iowa
    A-V Center
    C-5 East Hall
    Iowa City, IA 52240

12. University of Southern California
    Department of Cinema
    University Park
    Los Angeles, CA 90007

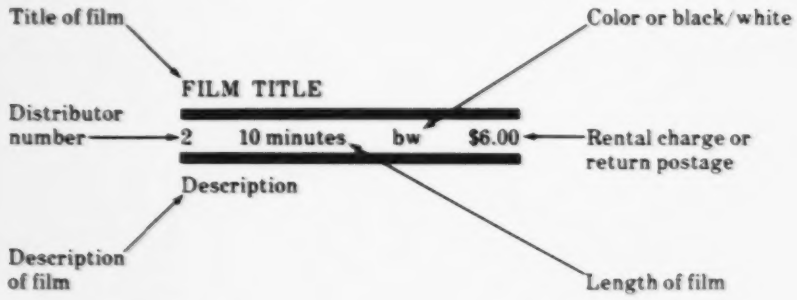
13. United Synagogue of America
    155 5th Avenue
    New York, NY 10010

14. University of Wisconsin
    Bureau of AV Instruction
    P.O. Box 2093
    Madison, WI 53701

15. Xerox Corporation
    Advertising Division
    P.O. Box 1540
    Rochester, NY 14600

16. Concept Media
    1500 Adams Avenue
    Costa Mesa, CA 92626

KEY TO FILM DESCRIPTIONS



AGENCIES

BEFORE THE DAY
10 28 minutes bw $9.25
Gives an account of the founding and growth of the old age and disability programs under social security. 1960

NEVER TRUST ANYONE UNDER 60, PT. I & II
2 60 minutes color ret post
Portions of the 1971 White House Conference on Aging. 1971

PROUD YEARS
2 25 minutes bw ret post
Help for the elderly and understanding for them. 1963

THAT THE LAST BE BEST
2 28 minutes color ret post
Problems of aging in U.S., White House Conference on Aging. 1971

THE AGED
3 17 minutes color $13.00
Shows the problems of the aged from the viewpoint of a young Vietnam veteran who returns to find that his parents are no longer capable of taking care of themselves and tells of the weary, endless visits to social agencies for help. 1974

THE SOCIAL SECURITY STORY
3 14 minutes color $10.00
Presents essential information concerning SS program in U.S. Includes facts about account numbers and shows how records are kept. 1970

COPING WITH AGING

AFTER AUTUMN
2 10 minutes color ret post
An 82-year-old farmer coping successfully with daily problems. 1971

AGING
2 20 minutes color ret post
Emphasizes the individuality of old people in America. 1973

AGING
12 21 minutes color $20.00
Examines some popular, although often mistaken attitudes toward the aged and their places in life. Discusses two major theories: the activity theory and leisure world with Dr. Vern Bergton of USC and the disengagement theory. 1973

ART OF AGE, THE
2 27 minutes color ret post
Four retired people talk about their lives. 1972

BIRCH CANOE BUILDER, THE
2 23 minutes color ret post
A 70-year-old man revives a vanishing craft. 1971

BLESSING OF LOVE
3 9 minutes color $7.00
Discusses courtship, marriage and old age showing moments of humor, sadness, and tenderness. 1971

CIRCUS TOWN
10 48 minutes color $13.25
Peru, Indiana was once the winter quarters of six American circuses. It abounded with circus people when the circuses were active, and it is still the home of many retired performers. Calling on the town's spirit and on the resources of its retired circus people, 2,000 out of the 15,000 town residents participate in seven yearly performances of Peru's own circus production. 1971

CONFUSED PERSON, THE
16 13 minutes bw ret post
A record, script and filmstrip showing approaches to reality orientation.

DON'T STOP THE MUSIC
2 17 minutes color ret post
The realities of aging and community participation for older people. 1975

GOLDEN AGE
4 27 minutes bw $7.15
Must retirement at 65 mean the end of the road for older people or can it become "the last of life for which the first was made?" This film examines the question from the point of view of three men, each with a different approach to the "golden age." 1958

HOUSE
6 7 minutes bw $11.25
Treats the notion of nostalgia, as experienced by an older woman. 1965

INSIDE AND OUTSIDE
11 29 minutes bw $7.15
Presents a study of the lives of older people. Explains that differences in attitudes, social relationships, and personal adjustments to aging affect the lives of older people. 1969

KEYMAKER, THE
12 18 minutes color $7.00
Studies an old man's search to find life in a world lost in its loneliness. Shows the old man, alone and reminiscent of his departed wife, seeking to amuse his peers, but without success. Pictures his attempt to recapture his youth.

LONGTIME NEIGHBORS
14 58 minutes color $32.50
Presents the problems of the aged in American society, concentrating on such areas as health care, housing, job opportunities and income security. 1970

MATTER OF SECONDS
2 27 minutes color ret post
Accident prevention for the aged. 1967

NELL AND FRED
2 29 minutes bw ret post
Lives of two elderly people facing reality of not remaining in own homes.

NEW DEAL
3 5 minutes bw $5.00
Presents a non-narrative vignette of old folks eating alone in cafeterias and coffee shops. 1973

OLD AGE—THE WASTED YEARS
4 60 minutes bw $11.90
In this study of the aged, the individual who has retired and the worker who loses his job due to advancing years are seen in terms of the limited social opportunities that await them and the living situations available to them. 1966

OLD, BLACK, AND ALIVE
2 color ret post

PENSIONS: THE BROKEN PROMISE
10 46 minutes color $13.25
A hard hitting documentary on the mythology of pensions for many Americans, the film examines through interviews with workers, the things that can happen which will cause them to lose part or in some cases all of their pension right. 1972

PREPARATION FOR LATER YEARS: FINANCIAL PLANNING
2 30 minutes bw ret post
Planning ahead for retirement brings happiness. 1965

PREPARATION FOR RETIREMENT
2 27 minutes bw ret post
For middle aged adults on being prepared for retirement. 1965

PRETEND THE PICTURE IS ROSY
12 7 minutes bw $4.00
Examines the life of an old man wandering alone in the inner city. Emphasizes his fight to face reality and to maintain human dignity by presenting his views and thoughts on the world around him.

RESOLUTION OF MOSSIE WAX—PART I, II, III
2 90 minutes color ret post
Elderly trying to retain dignity and independence following husband's death.

REST OF YOUR LIFE
4 29 minutes color $13.25
Identifies and examines some of the problems related to retirement. Raises pertinent questions and explains the need for planning for retirement. 1968

RETIRE TO LIFE
2 20 minutes bw ret post
Importance of attitude when a person retires. 1955

RIGHTS OF AGE, THE
2 28 minutes bw ret post
Film contrasts old people who enjoy maximum benefits with those who suffer. 1968

TOMORROW AGAIN
12 16 minutes bw $10.00
A fictional story presented in the form of a documentary about an old lady who lives in a shabby hotel for senior citizens. Pictures the psychological problems which develop because of her loneliness and isolation. 1972

FAMILY RELATIONS

A GARDEN FOR EVERYONE
7 12 minutes color $12.50
Tells the story about an elderly widow who appeared to dislike children and three little girls who learn that the woman's temperament is only a mask, concealing her empty existence. 1968

AGING
5 30 minutes bw $9.50
Shows two elderly Jewish gentlemen playing cards, revealing their attitudes about life, loneliness and the younger generation. Asserts that the greatest evil to the elderly is the notion that an older person is functionless. Advocates re-establishing the natural roles of grandfather and grandmother in family life. 1963

GRANDPA
6 12 minutes bw $5.00
Uses a dramatized incident about a young boy who hikes along a railroad track with his grandfather to point out the responsibility of the young for the old and the responsibility of the old for the young. 1962

NEW PRIME OF LIFE
2 13 minutes bw ret post
Interviews man at 25, again at 50, showing differences on "When is prime of life." 1965

PEEGE
3 28 minutes color $22.00
Shows how a young man who comes home from college for the Christmas holiday is able to break through communication barriers and reach his grandmother who has become isolated by age and failing mental and physical capacities. 1973

SANDBOX
12 10 minutes bw $5.00
A screen adaptation of the play of the same name by Edward Albee. Uses abstract dialogue and setting to comment on contemporary American family relationships and particularly their attitude towards the elderly. 1965

TO BE GROWING OLDER
2 16 minutes color ret post
"I'd tell grandmother about my music and she'd tell me things I never heard before." 1975

USA: SEEDS FOR CHANGE
4 30 minutes bw $7.15
The population trend in the U.S., the "baby-boom" of World War II, the increasing numbers of senior citizens and future problems which can result from increased population are discussed and analyzed. 1965

WHEN PARENTS GROW OLD
10 16 minutes color $7.25
What is to be done about parents too old to care for themselves? How much should children give up when this happens? The essentials of the problem are laid bare when an old man loses his competency to live alone and his children must decide what to do for him. 1972

WHEN PARENTS GROW OLD
1 14 minutes color $25.00
The problem of responsibility to aging parents and society's treatment of the elderly. Highly recommended for adults or teens to help them understand the unique needs of the aging.

WHERE MRS. WHALLEY LIVES
8 28 minutes bw $20.00
Presents a study of the problem of old age in relation to the family. Pictures a grandmother who lives with her son, his wife and children, pointing out the advantages of an older woman living with her family as well as the problems which arise. 1966

WHO CARES
13 minutes color $7.70
Shows the conflict of an aging grandfather in the home of a family. Questions whether he should look for comfort in his old age when his own flesh and blood don't care. 1970

YELLOW LEAF
4 27 minutes bw $6.80
A sympathetic study of the problem of an elderly widow who is forced to leave her daughter's household to live in a home for the aged. 1957

HOMEMAKER-HOME HEALTH AIDES

HOME FIRES
2 bw ret post
Discusses the work of the homemaker and home health aide.

HOME HEALTH AIDE
2 21 minutes color ret post
Describes duties of the home health aide. 1967

LATER YEARS OF THE WOODLEY'S, THE
2 30 minutes bw ret post
Training film to help worker understand case-work with elderly and handicapped. 1969

OLD AGE-OUT OF SIGHT OUT OF MIND
4 60 minutes bw $11.90
Hospitals, nursing homes, and other institutions are observed in terms of the treatment and rehabilitation facilities available to the aged and in terms of the concerns of medical experts and government officials. 1966

TO LIVE WITH DIGNITY
2 28 minutes color ret post
Documentary at Ypsilanti State Hospital with disoriented older persons.

THE OFFERED CHOICE
10 40 minutes color $5.00
Presents one of the challenges of nursing to help the vigorous older person through an illness in such a way that he maintains his independence and self-respect and will not fear help in the future. Depicts the changing relationship between a student and a patient. 1969

WEEKEND
2 12 minutes color ret post
The plight of a senile, invalid man. 1973

ADDRESS OF AGENCIES CONCERNED WITH AGING

AMERICAN ASSOCIATION OF HOMES FOR THE AGING
529 14th Street, N.W.
Washington, D.C. 20004

This group represents non-profit homes for the elderly, such as religious, municipal, fraternal and trust.

AMERICAN ASSOCIATION OF RETIRED PERSONS
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

Publishes *Modern Maturity* and a newsletter. Open to people 55 +, retired or employed.

AMERICAN FOUNDATION FOR THE BLIND
15 West 16th Street
New York, NY 10011
(212) 924-0429

Publishes *Washington Report* bimonthly (free) in inkprint and braille to report Congressional activity on legislation affecting blind people and those who work with the blind.

CONTINENTAL ASSOCIATION OF FUNERAL AND MEMORIAL SOCIETIES
1828 L. Street, N.W.
Washington, D.C. 20036

CONTINUING EDUCATION IN HOME ECONOMICS
P.O. Box 2967
University, AL 35486

Publishes *On Your Own Newsletter* monthly (free) to assist professionals in the field of rehabilitation.

GRAY PANTHERS
6342 Greene Street
Philadelphia, PA 19144

Elderly activists.

HOMECALL, INC.
20 North Court Street
Frederick, MD 21701
(301) 663-1838

An organization managed locally only by home economists to train student employees to provide non-medical services for older persons.

NATIONAL COUNCIL OF HOMEMAKER SERVICES
1790 Broadway
New York, NY 10019

NATIONAL COUNCIL OF SENIOR CITIZENS
1911 K Street, N.W.
Room 202
Washington, D.C. 20005

Membership is open to all ages. The organization lobbies for the needs of the elderly.

NATIONAL COUNCIL ON THE AGING, INC.
1828 L. Street, N.W.
Suite 504
Washington, D.C. 20036
(202) 223-6250

A 25-year-old council which supports such program units as National Voluntary Organizations for Independent Living for the Aging, and the National Media Resource Center on the Aging.

NATIONAL HOSPICE ORGANIZATION
765 Prospect Street
New Haven, Connecticut 06511

Quarterly newsletter on hospice events. Membership open to individuals and groups.

NATIONAL RETIRED TEACHERS ASSOCIATION
701 N. Montgomery Street
Ojai, CA 93023

THE GERONTOLOGICAL SOCIETY
1 Dupont Circle
Washington, D.C. 20036

Membership composed of professionals concerned with the elderly.